

A STUDY OF ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS WITH REGARDS TO CERTAIN DEMOGRAPHIC VARIABLES

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ABSTRACT

The need and desire to achieve is a spring-board of the achievement motivation. The present study is initiated to access the level of achievement motivation of secondary school students with regards to certain demographic variables. 1007 secondary school students from Rajouri and Poonch district of Jammu and Kashmir has been included in the sample. Achievement Motivation Scale by Deo and Mohan, (2011) has been used to collect the desired information. Results of the study has shown that an average secondary school student has low level of achievement motivation. With regards to demographic variables it is found that gender do not possess significant difference, whereas significant difference has been found in achievement motivation of secondary school students with regards to their place of living and the type of school in which they are studying.

Keywords: Achievement Motivation, Secondary School, Demographic Variables

1. INTRODUCTION

1.1. CONCEPTUAL BACKGROUND

Achievement motivation is the desire to accomplish difficult task and to achieve the standards of excellence. The desire to achieve is also known as n-Ach, which guides a person to get energize in an organized way and also influences his/her perception towards the goal. Though it is not a biological entity, but has a tremendous effect on human behaviour like that of other biological or socio-psychological needs and desires. The need and desire to achieve is a spring-board of the achievement motivation. In the present scenario, everyone wants to grow and achieve more and more in life. The desire to achieve more and excel in every sphere of life has channelized the people towards their goals in more intensified way. The desire of striving for superiority may give rise to stronger drive to achieve that is essential to excel than others and consequently experience a sense of pride and

pleasure in achievement (Baron and Misra, 2016). Murray (1938) takes achievement motive as the desire or tendency to do things in a responsible manner. Whereas, Good (1959) defines achievement motivation as “a combination of psychological forces, which initiates, directs and sustains behaviour towards successful attainment of some goal and provides a sense of significance, no single measurable factor seems to account for it, measurement is in terms of constant validation of inter related scholastic, social and individual factors.” Achievement motivation acts as a striving force to keep us as high as possible our capacity in performing activities in which standard of excellence is thought to apply and where the executions of such activities can neither succeed nor fail. Research in the field of achievement motivation was initiated by McClelland (1953) and developed means of measuring achievement motivation using Thematic Apperception Test. However, the concept was actually originated by Murray (1938). Murray has listed twenty common needs. Out of the different needs listed the focus of interest are social needs like need for affiliation, need for power and need for achievement. McClelland (1953) started research on human motivation by selecting the “need to achieve”, which Murray had listed. Murray’s “effect need” and “model need” are also related to the need for achievement. McClelland’s concept of achievement motivation resemble with Maslow’s (1954) concept of self-actualization. In the hierarchy of needs, self-actualization implies that there is a strong motive in every individual to go beyond what one has attained as to achieve more. The concept of “striving for superiority” by Adler (1927) is also related to achievement motivation. Thus, it is a psychological characteristic, which has to be considered as an integral part of an individual’s personality makeup. Atkinson (1964) further extending the work of McClelland on achievement motivation, claimed that the behaviour of an individual may be motivated to achieve in either of the two ways i.e. to achieve success, or to avoid failure. He also found that some people are more motivated to avoid failure than to seek success, while others are more motivated to seek success than to avoid failure. The early studies on achievement motivation in relation to scholastic performance and success in business were also conducted by McClelland (1961) and found positive correlation between academic achievement and achievement motivation. The highly motivated people always choose difficult tasks. They are also future-oriented and persist more on their task. Also, they are upwardly mobile. The recent studies (Baskaran, 1991; Harikishan, 1992; Devanesan, 1999; Alam, 2001; Noorjahan and Wajiha, 2009; Yusuf, 2011; Gupta, Devi & Pasrija, 2012; Akpan & Umobong, 2013; Chetri, 2014) on the achievement motivation have also revealed that achievement motivation enhances students’ academic achievement, and engage them academically. The related literature clarifies that achievement motivation has positive impact on achievement in English (Awan, Noureen & Naz, 2011) and also on overall academic achievement (Kaur and Lekhi, 1995; Yusuf, 2011; Abuameerh and Saudi, 2012; Gupta et.al, 2012; Kaur, 2013; Chetri, 2014; Emmanuel et.al., 2014; Yazdani and Godbole, 2014; Kumari and Chamundeswari, 2015; Roy, 2015). The perusal of the above given studies reveal that achievement motivation plays an important role in determining academic achievement of learners. Almost all the researchers (Kaur and Lekhi, 1995; Yusuf, 2011; Abuameerh and Saudi, 2012; Kaur, 2013; Chetri, 2014; Emmanuel et al., 2014; Yazdani and Godbole, 2014; Kumari and Chamundeswari, 2015; Roy, 2015) have found that achievement motivation has positive impact on academic achievement of learners. While, Akpan & Umobong (2013) has found that achievement motivation may also engaged students’ academically. Similarly, some researchers (Lange & Adler, 1997; Christiana, 2009; Tella, 2007) have found that motivation has positive impact on students’ academic performance. On the other hand, Kariuki & Wilson (2002) noted that motivational

teaching may also improve students' academic achievement. Although, a few researchers have explored achievement in relation to various subject e.g. Kalie and Kaur (1990) studied the impact of achievement motivation on students' achievement in Math and Science, Awan et al., (2011) studied achievement motivation in relation to Achievement in English and Mathematics and found positive impact of achievement motivation on achievement on Mathematics, Science and English. With regard to the improvement of Students' motivational level a few investigators (Klein, Pflederer & Truckenmiller, 1998; Satya- Prakash & Patnaik, 2005 and Wang, 2012) have reported that cooperative learning strategies may increase students' motivation for learning, whereas Muola (2010) found positive correlation between achievement motivation and home environment. While Kavousipour, et al. (2015) reported that motivational level of the students is more effected by personal, social and educational factors than economic and environment. On the other hand Damle & Christian (2016) found negative correlation between achievement motivation and emotional intelligence. Achievement motivation has also been studied in relation to various demographic variables like gender (Sekhar & Devi, 2012; Badola, 2013; Kaur, 2013; Akpan & Umobong, 2013; Pany, 2014; Chetri, 2014; Wani & Maish, 2015; Kumar & Yadav, 2015; Pan & Guha, 2015; Domle & Christian, 2016; Maheswari & Aruna, 2016; Kala & Shirlin, 2017), place of living (Badola, 2013; pany, 2014; Chetri, 2014; Pan & Guha, 2015; Roy, 2015; Kala & Shirlin, 2017; Kokila and Kalaiselv, 2017) and type of school (Chetri, 2014; Wani & Maish, 2015; Kumar & Yadav, 2015; Bharanbe, 2016; Kokila & Kalaiselv, 2017) A number of researcher (Sekhar & Devi, 2012; Akpan & Umobong, 2013; Badola, 2013; Kaur, 2013; Pany, 2014; Roy, 2015; Wani & Maish, 2015; Kumar & Yadav, 2015; Pan & Guha, 2015; Domle & Christian, 2016; Maheswari & Aruna, 2016; Kokila and Kalaiselv, 2017) have found gender differences in relation to achievement motivation, however a few researcher (Abuameerh and Saudi, 2012; Kaur, 2013, Chetri, 2014; Roy, 2015; Kala & Shirlin, 2017) have found no gender difference.

Similarly, significant differences were observed in achievement motivation with regard to place of living by few researchers (Badola, 2013; Pan and Guha, 2015 and pany, 2016) while others (Chetri, 2014; Kala & Shirlin, 2017; Kokila and Kalaiselv, 2017) found no such differences. In the same way the type of school has also been reported by some investigators (Chetri, 2014; Kumar & Yadav, 2015 and Bharanbe, 2016) as a significant demographic variable playing an important role, however, others (Wani & Maish, 2015 and Kokila & Kalaiselv, 2017) have reported that type of school has no impact on students achievement motivation. Briefly the objectives of the present study are as under:

- 1) To find out the level of achievement motivation of secondary school students
- 2) To find out the difference in achievement motivation of secondary school students according to their gender, place of living and type of school.

Hypothesis

H₀₁: Secondary School students possess the average level of Achievement Motivation

H₀₂: There is no difference in achievement motivation of secondary school students according to their gender, place of living and type of school

2. METHODOLOGY

In the present study, the researcher adopted the quantitative research approach. Descriptive survey research design has been used to encounter the objectives of the present study. Since the present study is delimited to only two Districts i.e. Rajouri and Poonch, therefore all the students studying at secondary level in these two Districts comprise the population of the study. The age range of the members of the population is 14 -17. This study has been carried out on secondary school students studying at various Tehsils of Rajouri and Poonch Districts of Jammu & Kashmir State. In the present study, the researcher used Multistage Random Sampling techniques to obtain the required sample for the study. The investigator collected the data on a sample of 1092 students. But owing to certain incomplete responses from some of the respondents, the researcher was left with the data of only 1007 students. Achievement Motivation Scale by Deo and Mohan, (2011) has been used to collect the desired information.

3. ANALYSIS AND INTERPRETATION

Objective 1: To find out the level of achievement motivation of secondary school students

In order to assess the level of achievement motivation of secondary school students, various descriptive measures (Mean, median, mode, standard deviation, Std. Error of mean, Skewness, and Z value) have been estimated as shown in the table 1.

Table 1

Table 1 Descriptive Measures of Achievement Motivation Scores

N	Mean	Median	Mode	s.d.	Skewness	S.E. of Mean	Z Value	Z Standard
1007	119.01	119.00	118	30.76	-.30	.96	-0.31	±1.96

Figure 1

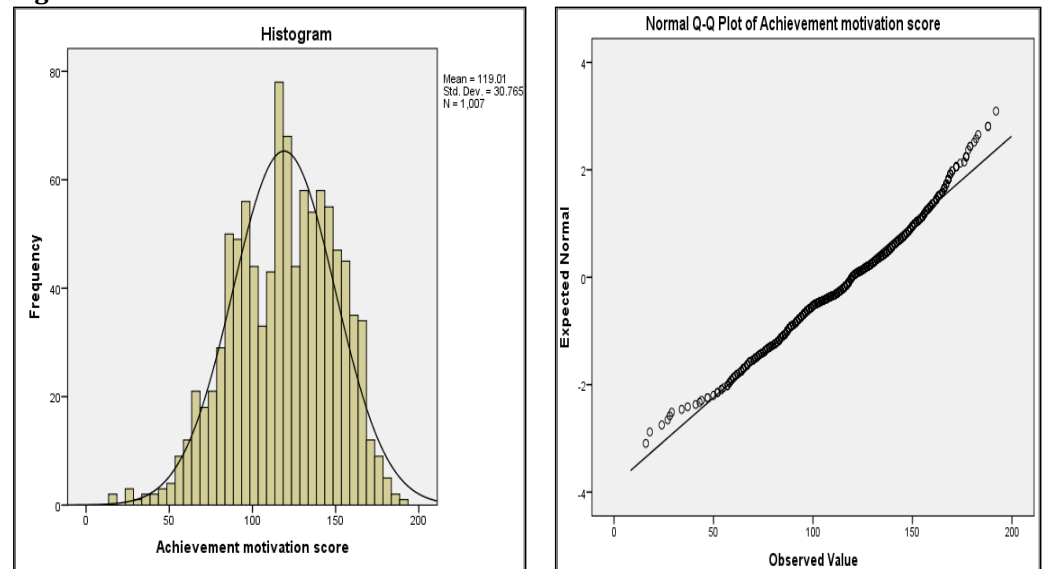


Figure 1 Showing Normal Distribution of Achievement Motivation Scores

The above given table (1) represents various descriptive measures of achievement motivation scores attained through the application of Achievement Motivation Scale. Results indicate that an average student in the sample is able to secure 119.01 scores in Achievement Motivation Scale. The table (1) also reveals that the measures of central tendency (Mean, Mode and Median) fall more or less to the midpoint of the distribution and are nearer to each other. The standard error of mean (.96) implies that the sample mean (119.01) may deviate only .96 from the population mean. It depicts that the sample mean is relatively close to the mean of the population. The value of standard deviation is 30.76, which means that the scores may deviate from the mean by 30.76 on both sides (positive and negative) of the mean. The table (1) and figure (1) also reveal that the data of achievement motivation scale is approximately normally distributed as the z value is -0.31 (where $Z = \text{Skewness} / \text{S.E. of Mean}$), which is lying under the z standard (± 1.96) (Doane & Seward, 2011).

Thus, the results of descriptive measures indicate that average learner studying in secondary schools of Rajouri and Poonch region secure 119.01 scores in achievement motivation scale. It means that an average secondary school student has low level of achievement motivation according to the standard of the scale. Therefore, the H_01 : Secondary School students possess the average level of Achievement Motivation has been rejected.

The possible reason behind this result may be the absence of guidance and counselling cell in the region. During the survey, the researcher did not find any guidance and counselling cell for the students. Apart from this, the literacy rate of the region is also low. Parents are not bothered about the education of their children and do not provide adequate counselling to their children, which results in the lack of motivation to achieve high among the secondary school students of the Rajouri and Poonch region.

Objective 2: To find out the difference in achievement motivation of secondary school students according to their gender, place of living and type of school

In order to know the difference in achievement motivation of secondary school students according to their gender, place of living and type of school the following hypothesis has been formulated.

H₀₁: There is no difference in achievement motivation of secondary school students according to their gender, place of living and type of school

To test the hypothesis, three way ANOVA (2×2 ×2 factorial design) has been used as shown in the following table (2).

Table 2

Table 2 Summary of 2×2 ×2 (ANOVA) Factorial Designs for the Scores of Achievement Motivation according to Gender, Place of Living and Type of School								
Source		N	Mean	Sum of Squares	df	Mean Squares	F	Sig.
Gender	Boys	541	118.31	19.818	1	19.818	.027	.870
	Girls	466	119.83					
Place of living	Rural	571	115.93	20766.197	1	20766.197	28.02**	.000
	Urban	436	123.05					
Type of school	Govt.	515	107.14	158608.020	1	158608.020	214.00**	.000
	Private	492	131.44					

Gender × Place of living × Type of school	31759.634	1	31759.634	42.85**	.000
Error	740390.252	999	741.131		
Total	15215376.00	1007			

Figure 2

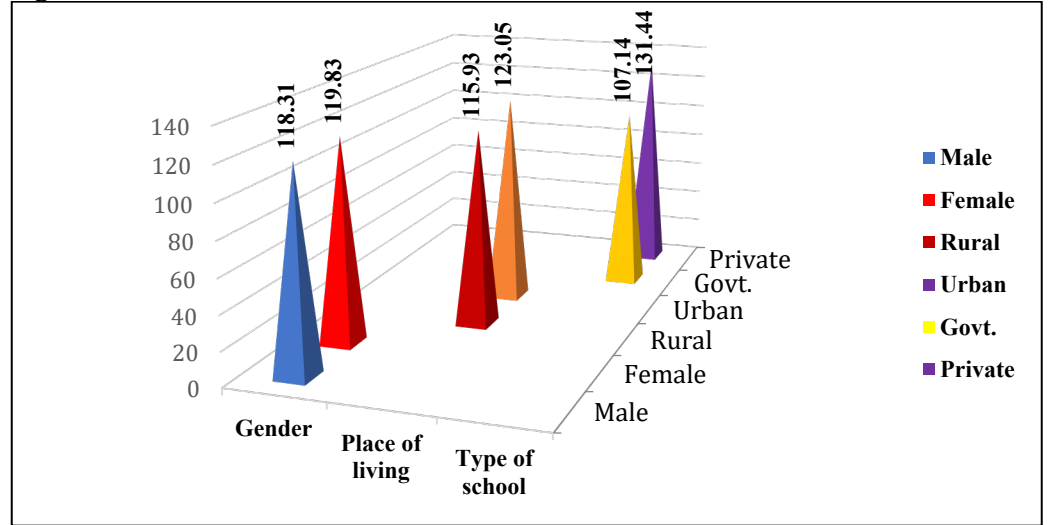


Figure 2 Showing Mean Difference in Achievement Motivation according to Gender, Place of Living and Type of School

**Significant at 0.01 level

Figure 2

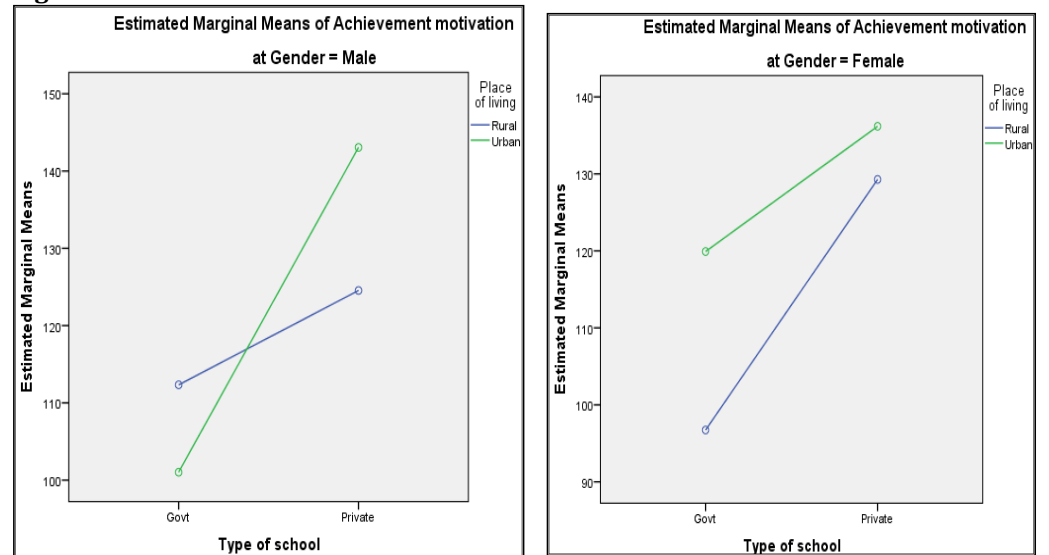


Figure 2 Showing Interactional Effect of Gender, Place of Living and Type of School according to Achievement Motivation

The table (2) and figures (2) indicate that F value for gender ($F=0.27$ $P>0.05$) is not significant, whereas the F values for place of living ($F= 28.02$, $P<0.01$) and for the type of school ($F= 214.00$, $P<0.01$) are significant at 0.01 level respectively.

Similarly, the F value for interaction ($F=42.85$, $P< 0.01$) is significant at 0.01 level. Thus, the following conclusion can be drawn from the above table (2) and figure (2).

(1) There is no significant difference between male and female students of secondary school students in achievement motivation. However, the girls (mean 118.31) are higher than boys (mean 119.83) in achievement motivation (though the value is statistically not significant).

(2) There is significant difference in achievement motivation of secondary school students belonging to rural and urban areas. The mean value of urban students (123.05) is higher than the rural students (115.93) in achievement motivation. Thus, it can be concluded that there exist a significant difference in achievement motivation of secondary school students according to their place of living.

(3) There is significant difference in achievement motivation of secondary school students studying in govt. and private schools. The mean value of private school students (131.44) is higher than the govt. school students (107.14). Thus, it can be concluded that there exists significant difference in achievement motivation of secondary school students studying in govt. and private schools.

The table (2) also depicts that there is significant interaction among demographic variables (gender, place of living and type of school) in achievement motivation. Therefore, it can be concluded that demographic variables (gender, place of living and type of school) significantly interact with each other in achievement motivation. Thus, the null hypothesis (H_01) "*There is no difference in achievement motivation of secondary school students according to their gender, place of living and type of school*" is rejected.

Thus, the results of three-way ANOVA reveal that secondary school students do not differ significantly in achievement motivation according to their gender. The results of the present study are supported by previous researchers (Abuameerh and Saudi, 2012; Kaur, 2013; Chetri, 2014; Roy, 2015; Kala & Shirlin, 2017). However, a number of researchers (Sekhar and Devi, 2012; Akpan and Umobong, 2013; Badola, 2013; Pany, 2014; Pan and Guha, 2015; Wani and Masih, 2015; Kumar and Yadav, 2015; Maheswari and Aruna, 2016; Damle and Christian, 2016; Kokila and Kalaiselv, 2017) have found significant difference in achievement motivation with regard to gender. The reason may be that, nowadays girls and boys are provided equal educational and other opportunities. Girls may also be benefitted to some extent from various policies and programmes that aim at providing equal opportunities for all. Parents, now have positive attitudes towards the education of girls and encourage their daughters for higher achievement in academics as well in others fields.

The results of the present study also reveal that secondary school students belonging to urban areas are better in achievement motivation than the students from rural area. Similar findings were revealed by previous researchers (Badola, 2013; Pan and Guha, 2015; Pany, 2016). However the researchers (Chetri, 2014; Kala and Shirlin, 2017; Kokila and Kalaiselv, 2017) have found that rural and urban students do not differ significantly in achievement motivation. The reason may be that urban students have better educational facilities, live in competitive and progressive society and have healthy environment both at home and at school. They face more challenges, struggle for maintaining their status or to move higher and get benefitted by guidance and counselling at schools and homes. Furthermore, urban students mostly come from high socioeconomic status, their parents and family members are aware about their education and career and also provide them timely guidance. Due to these reasons, they are highly motivated to achieve than their rural

counterparts. On the other hand, rural students get limited educational and guidance facilities. Their parents are also ignorant and do not provide proper guidance. In rural areas, people are generally engaged in agricultural and other household activities and do not much bother about the education of their children. Due to these reasons, rural students lack in motivation.

The present study also reveals that the students studying in private secondary schools have high achievement motivation than the students studying in govt. secondary schools. The results of the present study are quite consistent with the findings of various researchers (Kumar and Yadav, 2015; Bharanbe, 2016). Whereas a few researchers (Chetri, 2014; Wani and Masih, 2015; Kokila and Kalaiselv, 2017) reported that govt. school students were better in achievement motivation. The reason may be the better guidance and counselling at school. Private schools provide better quality education to the students, diagnoses their problem and provide better treatment through counselling. In private schools, student's problems are solved through collaborative effort of teachers and parents. Parents, who send their children to private schools are more serious towards the education of their children as they are paying heavy fee. Due to these reasons, private school students are highly motivated to achieve.

In the present study, the interactional effect of various demographic variables (gender, place of living and type of school) has also been estimated. The results show that both male and female students from urban areas studying at private schools have high achievement motivation in comparison to their corresponding parts.

4. RECOMMENDATIONS

On the basis of the results of the study, the following recommendations may be put forward.

- 1) Results of the present study show that an average secondary school student in the sample has low level of achievement motivation. Therefore it is the duty of all the stakeholders (teachers, administrator and parents) to increase the level of achievement motivation of students and attempts should be made through guidance and counselling to enable them to set achievable goals, so that direction may be given to the educational attempts.
- 2) Studies have proved that present system of evaluation increases level of anxiety among students. Therefore, it is recommended that different innovative methods of evaluation like Continues Comprehension Evaluation (CCE) and Choice Based Credit System (CBCS) etc. should be employed. Besides these, each student should be compared with his/ her own previous achievement and not with the achievement of others.
- 3) It is recommended that students from rural and government schools should be given reinforcement by assisting, congratulating, praising and make the necessary environmental changes to prevent students from experiencing stress, frustration, anger, etc. as much as possible. So that all round development of the learners may take place.

5. EDUCATIONAL IMPLICATIONS

- 1) The findings of the study give an insight to teachers and students regarding the positive impact of achievement motivation on academic success and would help teachers in implementing various strategies that may motivate students.

- 2) The study also gives an insight to teachers about when and how to encourage, praise and reward the students in the classroom so that the level of achievement motivation of students may be increased.
- 3) School teachers are required to be trained about the use of diagnostic and criterion based evaluation procedures to make teaching learning process more effective as well as child centred. Teachers must encourage students in selecting goals and achieving them, helping them in completing challenging learning tasks with a sense of confidence and self-efficacy.

CONFLICT OF INTERESTS

None.

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